**Unit Design Template**

**Unit Title: Amazing Animals**

**Course/Subject Area: Science**

**Grade Level: 3**

**Approximate Length of Unit: 4 weeks**

**Designer(s): Kris Erdmann & Lindsey Heinz**

**Unit Overview or Description:**

The students will explore the basic needs, classification, life cycle, and habitats of animals.

**Technology Standards:**

**ISTE NETS for Students (2007)**

**1b, 3a, 3b, 3c, 3d, 4cSTAGE 1: Identifying Desired Results**

**Conceptual Focus:**

Classification

Adaptation

Habitat

**Enduring Understandings:**

Students will understand that . . . .

* Animals develop behaviors and structures that help them adapt to their habitats. It is a combination of behaviors and structures, rather than any single characteristic, that enables an animal to survive in a particular habitat.
* A habitat is where an animal finds food, water, shelter, and space - the things it needs to grow and reproduce.
* Living and non-living things can be classified based on common characteristics. Animals can be classified based on what they eat.

**Essential Questions:**

Why do scientists classify?

How do animals adapt to (or interact) with their habitat?

How can animals be classified?

**Topic: \_\_Classification\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Learning Targets:**

Students will be able to . . . . .

* Students will be able to classify animals as carnivore, herbivore, and omnivore.

**Topic: \_\_\_Predator and Prey\_\_\_\_\_\_\_\_­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Learning Targets:**

Students will be able to . . . . .

* Students will be able to explain the relationship of predator and prey.

**Topic: \_Animal Habitats\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Learning Targets:**

Students will be able to . . . . .

* Students will be able to compare characteristics of various animal habitats.

**STAGE 2: Determine Acceptable Evidence**

What evidence will show that students understand?

* Describe the Performance Task(s) students will complete.
* Attach copy of Performance Task and Rubric if those are completed.
* The students will create a brochure that incorporates their knowledge of animal classification, habitat, and adaptation.
* Students will complete a research storyboard to gather information for their brochure. They will also complete an evaluation of a website to assess the accuracy of the website for research.

* The students will then complete a brochure checklist (for their own brochure as well as a peer’s brochure) as an assessment tool.

Other Evidence (quizzes, tests, observations, conversations, work samples)

* List other evidence of student learning that will be collected.
* Attach copy if those are completed.

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| **Assessment Timeline** |
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**Assessment Summary:**

The class will complete a KWL chart where they will share the prior knowledge they possess about animals and what they want to know or wonder about animals. Throughout the unit, questioning occurs to probe student thinking and allow for student reflection. Student reflection journals will list student learning and thinking from the informational video clips as well as other reflections throughout the unit. A Visual Ranking Tool ([Visual Ranking Tool](http://educate.intel.com/workspace/student/ListProjects.aspx)) will allow the students to learn how data can be collected and interpreted. Anecdotal notes and observations will account for student learning and needs. As the students complete their brochures, they will follow a checklist to ensure that all expectations are met. They will also complete a peer feedback checklist for peers to work together to offer feedback and measure progress. When the brochures are completed, the students as well as the teacher will complete the scoring guide. Finally, the class will complete the KWL chart with their reflections of what they’ve learned.

**STAGE 3: Plan Learning Experiences and Instruction**

Consider the WHERETO elements:

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|  | **Questions for the Designer** | **Designer’s Responses/Notes** |
| **W** | How will you help students know **where** they are headed, **why**, and **what’s** expected of them? |  |
| **H** | How will you **hook** students at the beginning of the unit? How will you **hold** their interest throughout the unit? |  |
| **E** | What events, real or simulated, and learning activities can students **experience** that will help them **explore** the big ideas and essential questions of this unit? What instruction is needed to **equip** students for the final performance? |  |
| **R** | How will you cause students to **reflect** and **rethink** to dig deeper into the big ideas?  What opportunities will they have to **revise** their work based on feedback? |  |
| **E** | What opportunities will students have to **evaluate** their own progress and self-assess? |  |
| **T** | How will you **tailor** the learning and instruction to accommodate the learning needs of students. |  |
| **O** | How will you **organize** the unit for optimal effectiveness? (learning-doing-reflecting, whole-part-whole) |  |